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ABSTRACT

Using the country of Pakistan, this project is designed to reinforce student knowledge about the five themes of geography and to develop creative ways of transferring written information into maps, charts, and timelines. The five themes are location, place, human-environmental relations, movement, and regions. Students are asked to present information about Pakistan in a visually attractive, original, and understandable manner. A blank map of Pakistan and questions for teachers are included to help students broaden their understanding of Pakistan. A 21-item list of related reading materials is provided. Graphs are included featuring information about Pakistani age distribution between males and females, population growth, the different ethnic groups, languages, religions, and health of the people. Four maps of Pakistan conclude the paper. (JAG)

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1994 Fulbright-Hays Seminar Abroad Projct

Islam Through the History and Culture of Pakistan

PAKISTAN AND THE FIVE THEMES OF GEOGRAPHY

Claudette Wakefield
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1994

SO 026 350

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Islam through the History and Culture of Pakistan

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Curriculum Projects

1. I have created a lesson plan to be used as an introductory lesson about Pakistan for high school Geography classes or World Culture classes. This lesson plan may be adapted according to the needs of the individual teachers. The lesson plan is enclosed with this packet.

2. I am in the process of creating a slide presentation of Pakistan with a written script that teachers can borrow to present the five themes of Geography in Pakistan. This slide presentation will include student activities, artifacts, and guidelines for use. This project will be completed by early 1995.

Teachers In-Service and Community Presentations

3. "A Woman's View of Islam Through the History and Culture of Pakistan" lecture and slide presentation was held at the Texas Alliance for Geographic Education Annual Meeting at the University of Houston at Clear Lake on September 24, 1994. I presented background information on the political formation; the development of Islam; and the cultural diversity of Pakistan. This was followed by a discussion on the role and status of women in Pakistan today.

4. "A Woman's View of Islam Through the History and Culture of Pakistan" presented at the 1994 Texas Council for the Social Studies (TCSS) Annual Conference held in El Paso, Texas on October 7, 1994.

5. "The Five Themes of Geography in Pakistan", a slide presentation and overview of the major geographical themes was presented to geography teachers of Round Rock I.S.D. during staff development held on October 10, 1994. This slide

presentation is being developed with a script, artifacts, and student activities. It will be available for teachers after January 3, 1995.

6. A presentation of both "A Woman's View of Islam in Pakistan" and "The Five Themes of Geography" is planned for an in-service half-day for the Social Studies Department in Round Rock High School.

7. "Women, Islam and Pakistan" will be presented at the St. Monica's Spring Conference in Dallas, Texas on March 3, 1995.

8. I will develop two lecture-slide presentations for the 1995 Texas Council for the Social Studies Conference in Fort Worth, Texas.

Curricular Materials Under Development

1. Slide presentation of Pakistan with written script based on the five themes of Geography; maps, student activities, and historical materials will be included.

2. An annotated bibliography for high school teachers on *Pakistan*.

3. A list of slides of Pakistan indexed according to subject matter and location.

4. A "trunk" exhibit with artifacts of clothing, musical instruments, household goods, maps, and money, with descriptions and student activities.

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PAKISTAN AND THE FIVE THEMES

Claudette Wakefield

Description

This lesson is designed to reinforce students' knowledge of the five themes of geography and to develop creative ways of transferring written information into maps, charts, and timelines. Students are asked to be creative in presenting information about a country -- Pakistan -- in a visually attractive and understandable manner.

Grade Level:
Intermediate and High School

Learning Outcomes:
When my students finish this lesson, they will be able to

1. Define and apply the five themes of geography in describing a country.
2. Gather data and analyze information.
3. Transfer their written information into maps, charts, diagrams and timelines.
4. Create a visually attractive teaching tool for fellow students.

Essential Elements:

1A. compare physical and cultural geography.
2A. locate and describe major landforms and features of the earth.
2C. describe the physical setting of selected regions.
2D. locate the major natural resources of the world and give their uses.
2E. locate the major nations and regions of the world.
3A. understand criteria for determining regions.
3B. analyze the impact of environment on ways of life in a region.
3C. describe major economic activities in a region.
3G. explain the importance of water and other natural resources to regions and countries.

Fundamental themes:

Location, Place, Human-Environmental Relations, Movement and Regions

CLASSROOM PROCEDURES:

1. Teacher will review the five themes of geography with students. Explain to students that they will use the five themes to research the country of Pakistan. Introduce Pakistan by describing its uniqueness, Pakistan was partitioned from its historical union with India in 1947 for specific religious reasons. In 1930, the great Muslim poet and philosopher Dr. Muhammad Iqbal proposed the creation of a separate Muslin state for those areas of the subcontinent with a Muslim majority. His proposal was adopted by Muhammad Ali Jinnah, Pakistan's leader and first head of state.

The name Pakistan was coined by a group of Muslim students studying in Cambridge, England in 1933. These students used the letters of the major Muslim regions in India: P: for Punjab, A: for Afghan, K for Kashmir, I for Indus, and S for Sind, -stan means land in Urdu.

2. Divide the class into groups of five students per group. Give each group a packet of materials. Each packet will have an assignment sheet, maps, blank paper and instructions for the group. Each student will work on one of the five themes of geography. Once they have completed their individual assignments, they will pool their finished product into a large poster containing all five themes. The group will then create together a verbal presentation of their poster to the rest of the class.

3. Students are to research information on Pakistan using either the library or materials gathered in the classroom. These materials include an encyclopedia, world atlases, CD ROM Encyclopedias, almanacs, textbooks, and National Geographic magazines. Their information is to be transferred into maps, charts, diagrams or timelines. Each student will choose his/her own medium of visualization of information. Each paper should be content oriented and attractive.

Materials:
Student packet
Encyclopedias
Almanacs
Atlases
Textbooks
Books relating to sub-continent
Colored pencils or marker, rulers

Evaluation:

1. Observation
2. Finished product: poster
3. Oral reports
4. Test on material on area during unit test.

Extension:

1. Write an essay comparing the development of Israel and Pakistan.
2. Research one of the environmental issues in Pakistan: population explosion, deforestation, salinity in soil.
3. Create a play based on the roles of men and women in Islamic society.

STUDENT INFORMATION

Objective: During this exercise you will research and analyze information about Pakistan as it relates to your specific Theme. Once you have gathered your information, you are to decide how to present your information visually: as map, charts, timeline, or diagrams. Your presentation should be understandable, visually attractive, and provide content information about Pakistan.

Each student will choose one of the five themes.

I. LOCATION: Position on the Earth's Surface.
" Location is the most basic of the fundamental themes. Every geographical feature has a unique location, or its global address." (Boehm and Petersen, 1994, Social Education)

Answer the question: Where is Pakistan?
Use the information you know about both absolute location and relative location.

II. PLACE: Physical and Human Characteristics.
"Location tells us where, and place tell us what is there. All places have a set of distinctive characteristics, the features that make them different from or similar to other places. Geographers often divide these characteristics into physical and human phenomena that are spatial and can be mapped." (Boehm and Petersen, 1994, Social Education)

Answer the question: What is Pakistan like? Design your representation with at least four of the physical and human characteristics listed:

Physical Characteristics:
1. Landforms
2. Climate
3. Natural vegetation (flora)
4. Animal life (fauna)
5. Water bodies

Human Characteristics:
1. Religion
2. Population factors
3. Settlement Patterns
4. Languages
5. Economic Activities

III. HUMAN-ENVIRONMENTAL RELATIONS: Relationships within Places.
"Spatial patterns and processes develop from the complex interactions and relationships that occur between humans and their physical environments. The geography of our planet is a dynamic system of interacting environmental factors, affected by both natural and human processes." (Boehm and Petersen, 1994, Social Education)

Pakistan is among the largest nations lacking sufficient precipitation to support dryland farming. For more than 3,000 years it has been an agricultural center based primarily on irrigation from the Indus River and its tributaries.

The country has the world's largest contiguous irrigation system. More than 35 million acres can be irrigated by bringing water through more than 36,000 miles of canals and field

ditches. This massive irrigation effort also brings in ever-increasing waterlogging and salts that form toxic plant-killing crusts in farm fields.

Illustrate this massive irrigation system; research the location of the Indus and its tributaries, the kinds of crops grown in the different regions, and settlement patterns along the agricultural areas.

IV. MOVEMENT: Humans Interacting on the Earth.
"Regions and places are connected by movement or human interactions. Humans are increasing their levels of interaction, in communication, travel, and foreign exchange. Technology has allowed us to shrink space and distance. People migrate and travel out of curiosity, economic or social need, as a response to environmental change, or because they have been forced to move for other reason." (Boehm and Petersen, 1994, Social Education)

Movement is an important theme in both history and geography. Movement can be studied through the history of migrations, invasions, colonization, and the spread of religions. Pakistan has been a crossroads for invasions and migrations of the Indian sub-continent for over 4,000 years. Document and illustrate this constant movement of people, ideas, and religions. You might choose a timeline; or create a map diagramming the routes of different conquerors. Some possible choices are:

1. Alexander the Great's journey through the Indus Valley (327-325 BC)
2. The spreading of Islam from 711 AD through the 15th Century.
3. The British influence spreading through the sub-continent and the emergence of Pakistan.
4. Today's migration of Pakistanis to other areas of the world.

V. REGIONS: How They form and Change.
"Regions are geographical tools. They are mental constructs designed to help us to understand the spatial characteristics of our planet. Regions may be larger than a continent or smaller than your neighborhood. . .
We define our regions by stating criteria and drawing boundaries. There are crop, climatic, landform, vegetation, political, soil, religious, linguistic, cultural, and economic regions." (Boehm and Petersen, 1994, Social Education)

Regions can be excellent means for illustrating the cultural differences and similarities between areas of the world. Choose a criteria, illustrate it and draw the boundaries in a region including Pakistan. State your criteria clearly.

As a group, bring your work together and arrange it cooperatively into a cohesive poster. Choose a speaker who will describe your vision of Pakistan to the class. Give a five minute presentation.

Materials in Packet:
Instruction sheet
Copy of the Five Themes of Geography
Maps: Pakistan, Indian sub-continent
Blank paper

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Reading list -- Pakistan and surrounding areas

Isobel Shaw, Pakistan Handbook (Hongkong: Guidebook Co., 1989)

Richard F. Nyrop, Ed., Pakistan: A Country Study, (Area Handbook Series, Fifth Ed. 1984)

Aziz Ahmad, Islamic Modernism in India and Pakistan, (London, Oxford University Press, 1967)

Stanley Wolpert, Jinnah of Pakistan, (N.Y.: Oxford University Press, 1984)

Stanley Wolpert, Zulfi Bhutto of Pakistan, (N.Y.: Oxford University Press, 1993)

Benazir Bhutto, Daughter of the East (Daughter of Destiny - U.S. Edition) (London: Hamish Hamilton, 1988)

Khawar Mumtaz and F. Shaheed, Women of Pakistan: Two Steps Forward and One Step Back, (Lahore, Vanguard, 1987)

Lawrence Ziring, Pakistan: The Enigma of Political Development, (Kent, England: Dawson, 1980)

Geoffrey Morehouse, To the Frontier, (1984)

Muhammad Munir, From Jinnah to Zia, (Lahore: Vanguard, 1980)

Shahid Javed Burki, Pakistan: A Nation in the Making, (London: Oxford University Press, 1986)

Shirin Tahirkheli, The United States and Pakistan, (N.Y.: Praeger, 1982)

Emma Duncan, Breaking the Curfew, (London: Michael Joseph, 1989)

D.A. Low, Political Inheritance of Pakistan, (St. Martin's Press, London, 1991)

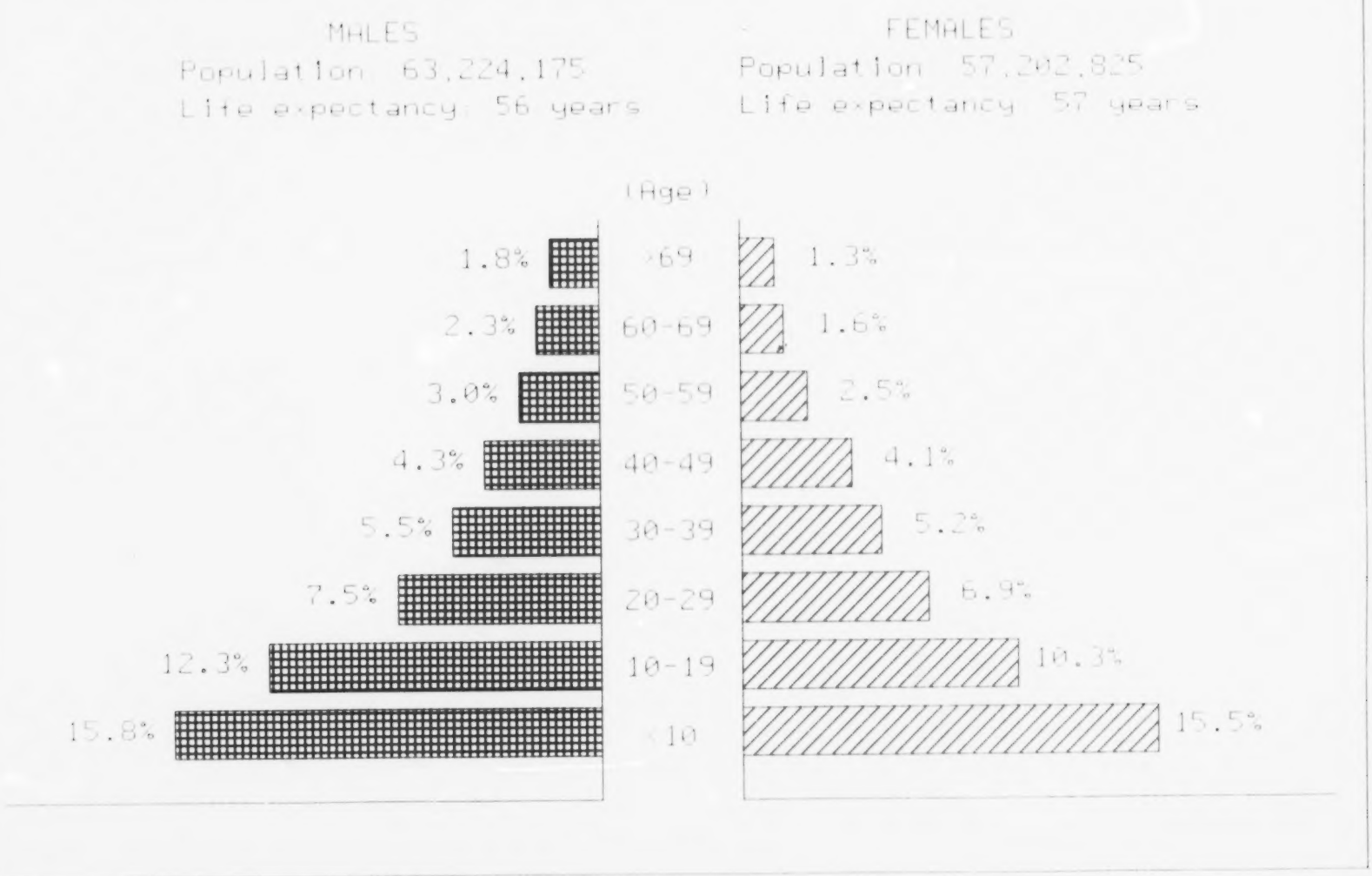
C.H. Kennedy, Ed. Pakistan, 1992, Westview Press

Novels by Pakistani Writers:

Bapsi Sidwa, The Crow Eaters
" " The Ice Candy Man
" " The Bride
Sara Soleri, Meatless Days

Suzanne Fisher Staples (American writer) Shabanu, Daughter of the Wind

Pakistan
Age Distribution



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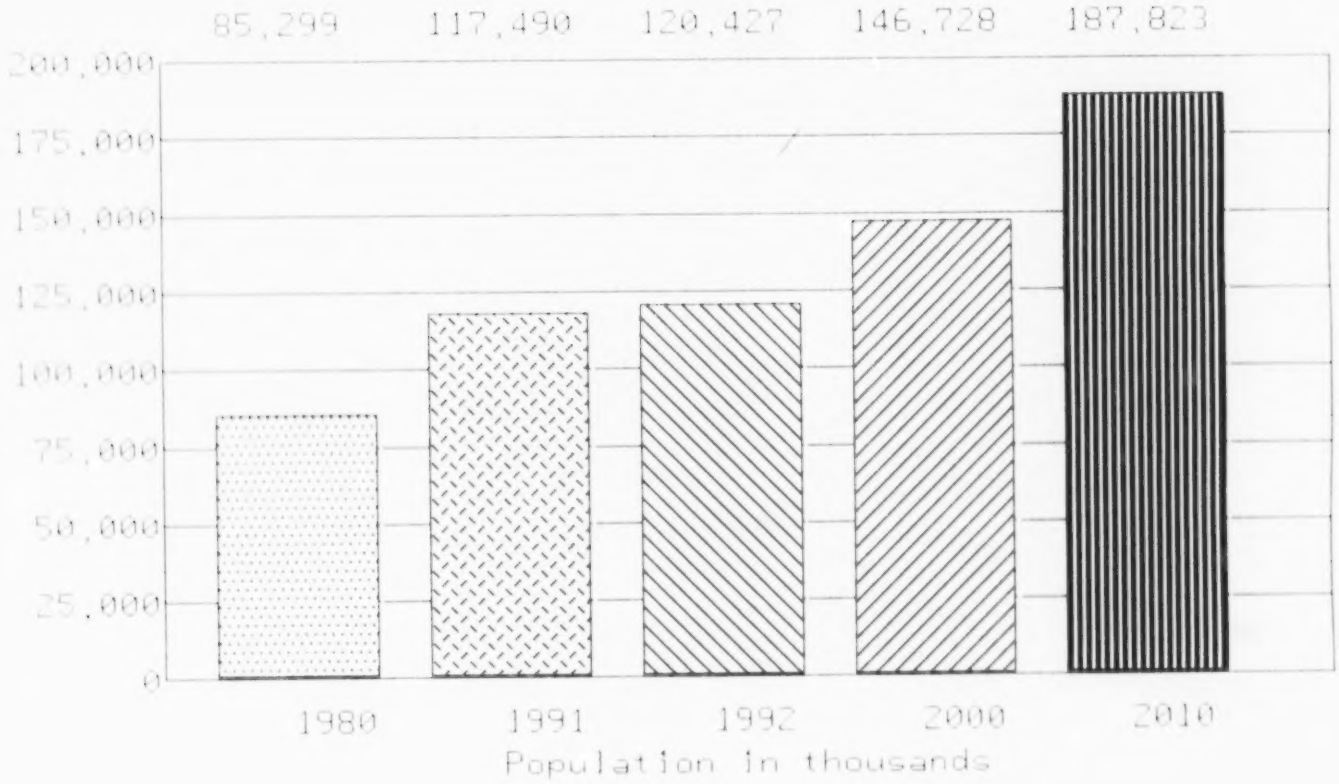
Pakistan
Population



Population:	120,427,000	Population density	390.77/sq mi
Annual growth rate	2.5%	Doubling time	31 years
Urbanization	28.0%	Net migration	-5/1000

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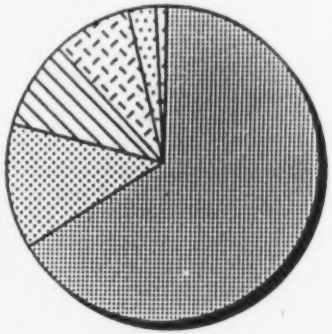
Pakistan

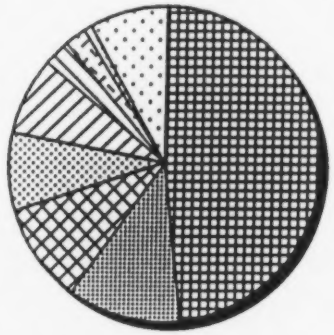
People

ETHNIC GROUPS



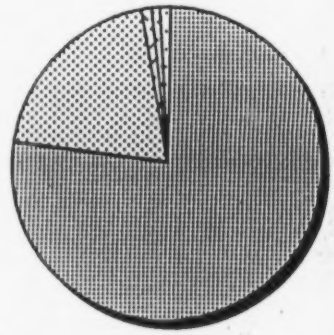
Punjabi	66%
Sindhi	13%
Iranian	9%
Urdu	8%
Baluchi	3%
Other	1%

LANGUAGES



Punjabi	48%
Sindhi	12%
Siraiki	10%
Urdu	8%
Pashto	8%
Baluchi	3%
Hindko	2%
Brahui	1%
Other	8%

RELIGIONS



Muslim (Sunni)	77%
Muslim (Shi'a)	20%
Christian	1%
Hindu	1%
Other	1%

Nationality: noun--Pakistani(s), adjective--Pakistani

Pakistan
Health

Life expectancy at birth:
Males: 56 years Females: 57 years

Crude death rate:	13 per 1000 persons die per year
Infant mortality:	109 per 1000 live births
Maternal mortality:	600.0 per 100,000 mothers die during birth
Fertility rate:	5.8 children per woman

Hospitals:	895	131,274 persons per hospital
Hospital beds:	64,471	1,822 persons per hospital bed
Physicians:	55,238	2,127 persons per physician
Dentists:	1,734	67,757 persons per dentist
Pharmacists:	2,785	42,187 persons per pharmacist
Nursing personnel:	17,731	6,626 persons per nurse
Midwifery personnel:	10,650	11,032 persons per midwife

Medical care expenditures:	0.9% of national budget
Access to local health care:	85.0% with access
Contraception use:	12.0% of married women
Measles Immunization:	62.0% infants (< 12 months) immunized
DPT Immunization:	59.0% infants (< 12 months) immunized
AIDS cases reported:	0.02 per 100,000 persons

N/A means unavailable

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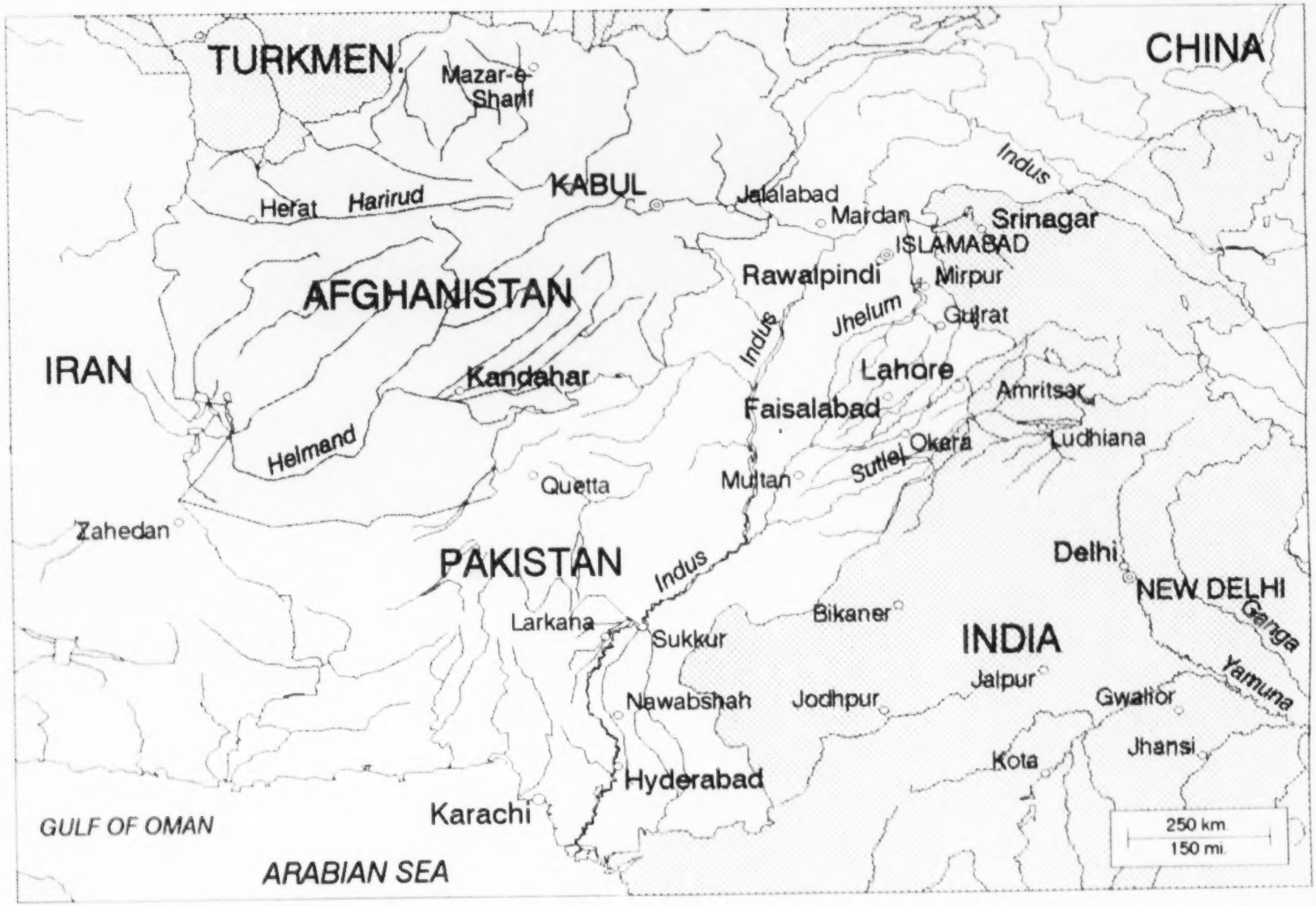

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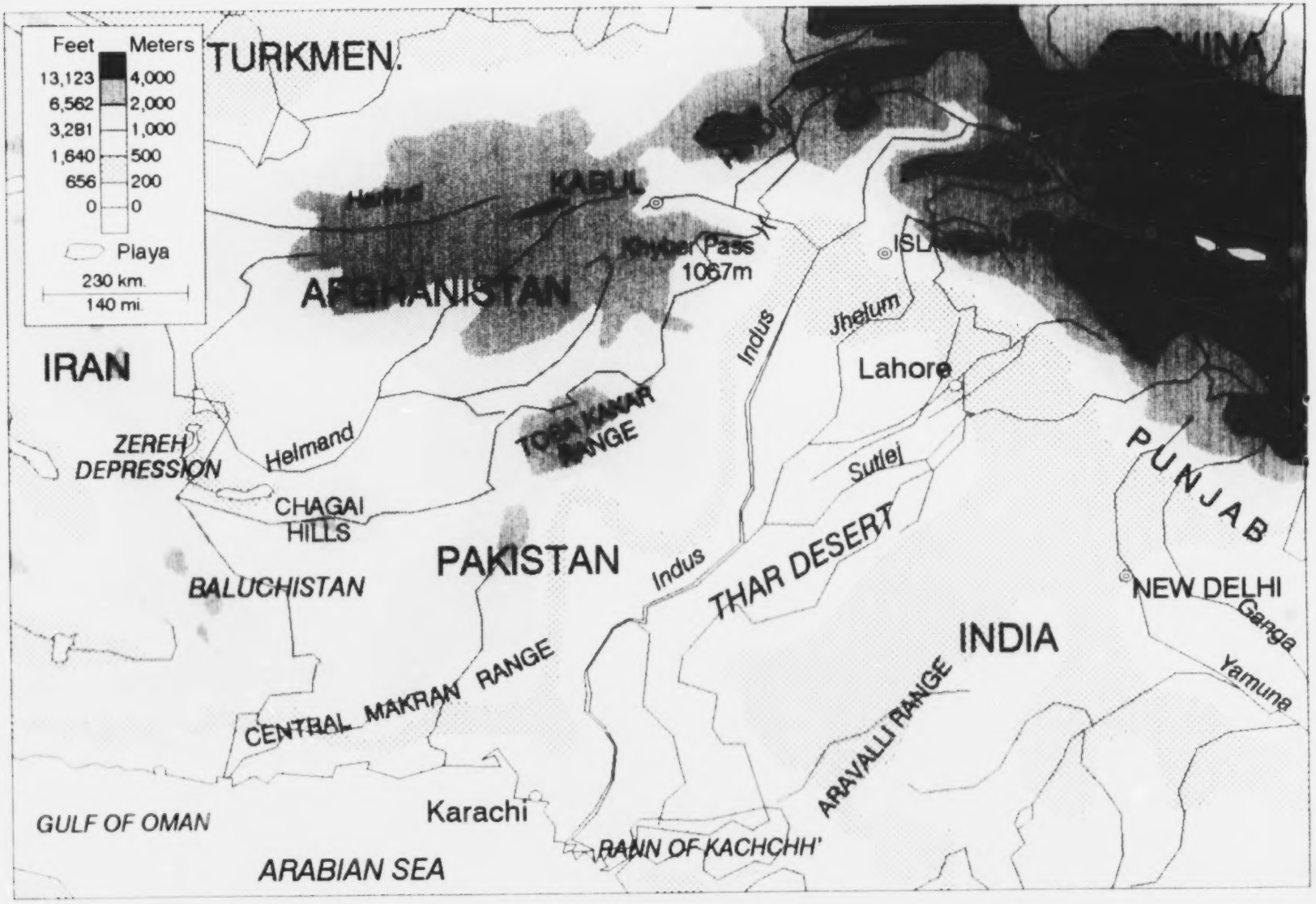

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